

Lamar Consolidated Independent School District

Wright Junior High

2022-2023 Campus Improvement Plan



Mission Statement

The students, staff, and community members of Wright Junior High will collaborate to build a safe and inclusive culture of P.R.I.D.E. that inspires and empowers all learners to strive for growth and excellence in academic, social, and emotional endeavors. We are committed to engaging all students with collaborative, authentic, and data driven instruction to meet every child's academic and emotional needs.

Vision

At Wright Junior High, we are dedicated to dynamic learning experiences that cultivate, inspire, and encourage students to be life-long learners that are positive, contributing members of society.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment Process:

During our first meeting, which was held on May 10, 2022 at 4:30 p.m. in the conference room at Wright Junior High, the site-based decision making committee, administrative team, and the Instructional Support team reviewed the Title I Process and the development of the Comprehensive Needs Assessment. Administration discussed what elements it takes to be classified as a Title I campus and what requirements are needed each year under the Title I status. We discussed the purpose for our meeting including the process for identifying our campus needs and the methods for analyzing data. We identified several pieces of data that would assist the team including the 2021-22 campus benchmark data, Campus Climate Survey, PEIMS Student data breakdown, PBIS meeting data, and current campus discipline data. At the conclusion of the meeting, we assigned individuals to collect the data to be reported to the team at the next meeting.

During the second team meeting on May 23, 2022 at 4:30 p.m. in the conference room at Wright Junior High. The Site Based Team evaluated the previous years' data and identified strengths and weakness in each area. The team evaluated the following data: Benchmarks, MAP data, Attendance (students and staff), Discipline data (grade, gender, ethnicity) etc. Each team member was given the opportunity to present their data to the team and the team worked together to identify strengths and problems of the campus. After identifying the strengths and problems, root causes were identified, written as needs and reported to the site-based decision-making committee. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan. The team decided on four goals for the school year. The SBDMC decided upon a goal to address the following four areas: increasing STAAR academic performance in all core content areas, discipline referrals and exclusionary discipline, family and community engagement, and student attendance.

During our third and final meeting, which was held on June 23, 2022 11:00 a.m. via Zoom, we completed final revisions to strategies and consequent activities of the four goals to the campus improvement plan's draft developed by the campus leadership team, who met on June 14, 2022, for a full day session at Fulshear High School. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

In summary, SBDMC committee members met and reviewed the data listed above to identify areas of strengths and problems for the Campus Needs Assessment, as well as hone in on specific goals, strategies, and activities for the campus improvement plan on the following dates: May 10, 2022, May 23, 2022 and June 23, 2022. The tentative SBDMC meeting dates for the 2022-23 school year are as follows: August 17, 2022; October 26, 2022; January 25, 2023; and May 24, 2023.

CNA Committee Members:

Creighton Jaster - Principal (2021-2022)

Thomas Graham - Principal (2022-2023)

Marva O'Neal - District Admin. (LEA Staff)

Diane Parks - District Admin (LEA Staff)

Sherryl Anthony - Campus AP - (School Leader)

Courtney Barrera - Campus ESL Facilitator - (School Leader)

Jessica Chudoba - (Paraprofessional)

Monica Martinez - (Paraprofessional)

Ashleigh Krevosky - (Campus Teacher)

Taylor Tucker - (Campus Teacher)

Allison Harris - (Parent)

Millie Reed - (Parent)

Natasha Cerneus - (Community Member)

Brian Moore - (Community Member)

Demographics

Demographics Summary

Wright Junior High is LCISD's newest junior high school in Lamar Consolidated ISD. Our building was established in the summer of 2021. We are located in Richmond, Texas, which is nestled southwest of Highway 59. We are home to the Lion Pride. Wright Junior High serves students in grades 6-8 and has a current student enrollment of 1250 students for the 2022-2023 school year. Wright Junior High is located on the Silver track and receives students from Arredondo, Beasley, Culver, Meyer, and Thomas Elementaries and will feed into the Thomas E. Randle High School, LCISD's newest high school. Our campus demographics have an ethnic distribution of approximately 29.2% African American, 47.2% Hispanic, 13.14% White, and 7.7% Asian, .49% American Indian/Alaskan, .24% Hawaiian/Pacific Islander, 2.03% 2 or More. This campus is also comprised of approximately 74% Economically Disadvantaged students.

Wright Junior High special populations include approximately 18.33% of students will receive special education services, approximately 17.04% of students are English Language Learners, and 6.24% are Gifted and Talented. The campus will also have approximately 3% of students from Residential Treatment Centers (RTC). Our faculty is comprised of 75 classroom teachers with experience ranging from first year to 30+ years. We also have 13 instructional paraprofessionals, 4 facilitators/coaches and 4 administrators. The campus instructional program is divided by departments and grade level teams in the areas of: 1) English Language Arts, 2) Mathematics, 3) Science, 4) History, 5) Physical Education/Health, 6) Visual and Performing Arts, 7) Career and Technical Education and 8) Special Education.

Demographics Strengths

- Teacher and student demographics are closely aligned.
- 100% of teachers and paraprofessional staff are highly qualified.
- 25% of Wright Junior High teachers have post-secondary masters degrees.
- 25% of Wright Junior High staff are bilingual and can assist with the growing Emergent Bilingual population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Roughly 49% of WJH teachers have 5 or fewer years of teaching experience. **Root Cause:** Teacher shortages, new campus, movement from elementary or high school.

Problem Statement 2: Large rate of economically disadvantaged students attend WJH (74%) **Root Cause:** Poverty in portions of our area, lower income housing.

Student Learning

Student Learning Summary

Based on the 2021-2022 STAAR assessments:

6th Math	Approaches	Meets	Masters
Overall	71.09%	29.18%	8.75%
SPED	40.62%	4.69%	0
ELL	62.03%	20.25%	5.06%

7th Math	Approaches	Meets	Masters
Overall	52.41%	14.79%	2.89%
SPED	31.43%	5.71%	1.43%
ELL	40.35%	15.79%	1.75%

8th Math	Approaches	Meets	Masters
Overall	73.73%	43.78%	13.82%
SPED	37.74%	9.43%	0
ELL	62.5%	29.69%	6.25%

8th Algebra	Approaches	Meets	Masters
Overall	98.92%	89.25%	75.27%
SPED	N/A	N/A	N/A
ELL	85.71%	85.71%	71.43%

6th ELAR	Approaches	Meets	Masters
Overall	70.29%	38.03%	18.35%

6th ELAR	Approaches	Meets	Masters
SPED	26.98%	9.52%	1.59%
ELL	56.96%	20.25%	10.13%

7th ELAR	Approaches	Meets	Masters
Overall	83.8%	56.81%	40.14%
SPED	44.29%	11.43%	2.86%
ELL	77.61%	44.78%	28.36%

8th ELAR	Approaches	Meets	Masters
Overall	82.89%	55.5%	38.39%
SPED	49.06%	16.98%	5.66%
ELL	68.33%	31.67%	11.67%

8th Science	Approaches	Meets	Masters
Overall	79.66%	51.96%	28.19%
SPED	43.4%	18.87%	7.55%
ELL	64.41%	28.81%	15.25%

8th History	Approaches	Meets	Masters
Overall	60.49%	27.65%	14.32%
SPED	26.42%	9.43%	1.89%
ELL	37.93%	10.34%	6.9%

Student Learning Strengths

Based on student data, the following strengths have been observed:

- 83.8% of 7th Grade students reached Approaches, 56.81% of 7th Grade students reached Meets, & 40.14% of 7th Grade students reached Masters in ELAR
- 82.89% of 8th Grade students reached Approaches, 55.5% of 8th Grade students reached Meets, & 38.39% of 8th Grade students reached Masters in ELAR
- 98.92% of 8th Grade students reached Approaches in Algebra, 89.25% Meets, 75.27% Masters
- 7th Grade ELL's achieved 77.61% Approaches and 8th Grade ELL's achieved 68.33% in ELAR

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a gap in learning for special education students in comparison to the general education population. SPED & ELL students show less Meets and Masters levels compared to overall student achievement. **Root Cause:** We believe that this is due to a lack of differentiated instruction including scaffolding strategies, coteach modeling, and monitoring of student success criteria. In addition, there was a disconnect between general education and special education and the content knowledge was new to many of the special education teachers.

Problem Statement 2: Approaches levels in learning for 7th Grade Math is below 70%. **Root Cause:** Small group instruction was newly introduced to help bridge the lack of tier 1 instruction, the team was new to the grade level content, special education assistance was limited. Discipline and classroom management issues.

Problem Statement 3: Approaches levels in learning for 8th Grade History is below 70%. **Root Cause:** Small group instruction was newly introduced to help bridge the lack of tier 1 instruction, the team did not embrace small group, team consisted of majority High School teachers which struggled adjusting to junior high practice and procedures.

Problem Statement 4: Meets & Masters for 6th Grade Math and ELAR were below campus expectations. (Follow the 90/60/30 rule) **Root Cause:** Classroom management/ discipline issues, as a new campus, the teams were new to each other. Strategies for computer based STAAR were not consistently utilized.

School Processes & Programs

School Processes & Programs Summary

Wright JH is a community of highly educated professionals who continue their education in learning by attending regularly professional developments provided by the district or the local ESC to enhance their teaching skills. Teams meet weekly to plan lessons, disaggregate data, and determine best practices collaboratively under the facilitation of Administrators, Instructional Coordinators, and Academic Facilitators. Educators who desire to grow in their careers in leadership positions are invited to participate in campus based leadership internships and opportunities to grow their capacity. These educators are involved in site based decision making and providing professional development to their colleagues.

The administrative team conducts weekly classroom walk throughs (CWTs) and monthly instructional walks to ensure teachers are implementing strategies learned during professional learning community time as well as professional development opportunities. The team provides teachers with instructional and classroom management based feedback so they know what are grow and glow areas.

Professional Learning Communities (PLCs), both by grade level content teams and by departments, meet on a regular basis to evaluate and adjust instruction to meet the needs of students. During a PLC session, first year and veteran teachers collaborate on instruction to ensure academic success. This time is used to review data, discuss strategies, model strategies, observe teachers, plan lessons, develop assessments, share best practices, and meet with instructional coaches. This time also provides peer support for teachers and build collegial teams and a collaborative mindset.

Mentor teachers are assigned to any brand new teachers and buddy teachers are assigned to experienced teachers who are new to the campus to provide support with campus policies and procedures as they learn to navigate the campus. They meet regularly to provide additional information to teachers who are new to the profession.

At Wright JH, the staff is committed to improving student academic achievement. The master schedule includes common planning periods for core teachers to attend PLC meetings and collaborate on instructional techniques during instructional planning. Reading and Math teams will collaborate during vertical curriculum meetings including our high school teachers to ensure alignment and continuity of instruction for our 6th-8th graders.

School Processes & Programs Strengths

Currently we have two Academic Facilitators (ELAR/History and Math/Science), Reading Interventionist, ESL Instructional Coach and

MTSS/CTC Coordinator. Each of these staff members play an integral role in supporting teachers, staff, and students. These instructional coaches/facilitators:

- Guide PLCs
- Develop best practices and strategies to share with teachers
- Develop and present professional development during PLCs or after school
- Model best practices and strategies for teachers
- Coach teachers
- Review student data
- Help develop assessments
- Research professional development opportunities and review instructional materials needed

Students will participate in Den Time at least four days a week to receive intervention or acceleration based on assessment data. We currently use MAP to gather baseline data on students prior to beginning intervention/acceleration.

Every six weeks grading period we conduct a Vertical Alignment Meeting with Randle High School to collaborate on data and scaffolded instruction based on aligned Essential Standards.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a lack of follow through and fidelity of campus wide expectations in regards to classroom management and tier 1 instructional practices. **Root Cause:** As a new campus, accountability by administration/facilitators was only at about 50% due to an increased number of discipline issues, teachers weren't holding each other accountable or providing solutions to help fix problems.

Problem Statement 2: Two of the three assistant principals were new in the 2021-22 school year, new Principal for 2022-23 school year, there is a need for the new team to grow in their collaboration and professional learning as a team. **Root Cause:** 2 Brand new APs learning their roles, new Principal to campus

Problem Statement 3: A small percentage of Wright Junior High School students demonstrated significant behaviors such as major campus disruptions, skipping class, and fighting last school year. Though the overall percentage of students demonstrating these behaviors was small, the effect of negative behaviors on campus was felt in hallways and classrooms. **Root Cause:** Needed more proactive structures to prevent negative student behaviors.

Perceptions

Perceptions Summary

The Wright Junior High staff is committed to improving student academic achievement. The master schedule includes a 30 minute intervention/extension period for students to receive accelerated instruction or remediation on essential standards. The master schedule also created common planning periods for teachers to attend PLC meetings, collaborate on instructional techniques and increase team teaching. The morning duty schedule has been designed to accommodate before school tutorials in all content areas, fine arts and electives.

Students are offered additional learning opportunities outside the school day for tutoring and Accelerated Instruction.

Wright Junior High offers weekly interventions to students that are in need of additional support in all subject areas. In addition to ELA and Math Boot Camps, Science and Social Studies Blitz are offered to students in an effort to increase academic achievement on STAAR in April and May.

The library is open most mornings and during lunches so that students can work on the computers, read and checkout books and complete homework or participate in the campus book club. Students have the opportunity to join a variety of clubs that align with their interests, including Pokemon, Garden Club, Sewing Club, Cooking Club, Student Council and NJHS. Clubs meet twice a month outside the school day and are run 100% by school staff.

Wright Junior High established a PBIS behavior matrix called the Wright Way. Students are explicitly taught the expected behaviors for classrooms, hallway, assemblies and other areas critical to student behavior management. Development of incentives and celebrations will be determined in the 2022-23 school year.

As part of our effort to increase school and community pride, WJH has partnered with Randle High School to participate in Theme Days to support our Silver Track Athletic Teams. Prizes are given to students and staff who show the most spirit.

Wright Junior High is committed to honoring and celebrating the various cultures represented on campus. Celebrations, assemblies and Spirit Weeks are utilized to celebrate events such as Hispanic Heritage Month and Black History Month. In addition, Wright Junior High holds annual Masterpieces with Moms and Dingers with Dads, both outreach programs to involve parents more in their student's lives.

Perceptions Strengths

Though our parent involvement was delayed until second semester due to COVID protocols and the formation of the Parents at Wright, the following were strengths based on second semester:

- 1) Masterpieces with Moms and Dingers with Dad provided parents nights to focus on their kids and enjoy time with no distractions.

- 2) School dances were well attended and students requested more events like them.
- 3) PVA performances (Wonka Junior, Choir, Orchestra and Band) were all big successes
- 4) Staff members supported districted events with the highest attendance at Surf's Up.
- 5) PAW (Parents at Wright) quickly formed and provided students and staff treats and acknowledgements which boosted morale.
- 6) Campus Admin conducted periodic Woot Woot Wagon treats for teachers.
- 7) Formation of Campus Climate Coalition provides staff spirit days and food days.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a misunderstanding of safety and security for students at Wright Junior High and parents feel that involvement is minimally allowed. **Root Cause:** Social media posts by upset parents provided a skewed narrative, providing fear and doubt in the school. Lack of Parent organization at the beginning of the year made parents feel less welcome.

Problem Statement 2: Due to an increase in disruptive classroom and hallway behaviors in the 2020-2021 school year, teachers expressed frustration with discipline. **Root Cause:** Lack of proactive systems to prevent behavior problems.

Problem Statement 3: Campus climate survey highlighted a safety, bullying, and equity concern at Wright JH. **Root Cause:** Social media presence, new campus merging multiple discipline expectations, definition of bullying amongst the community, social gaps due to COVID.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Academic Achievement: By June 2023 Wright Junior High will ensure an increase of STAAR academic performance and achievement levels of at least 5% that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: By June 2023, students will meet or exceed the STAAR performance target of Approaches by 5% as indicated by content area: 6th Grade Math & ELAR at 75%, 7th Grade Math at 60%, 7th Grade ELAR at 86%, 8th Grade Math at 76%, 8th Grade ELAR at 86%, 8th Grade Science at 84%, and 8th Grade History at 65%.

Evaluation Data Sources: STAAR Reading, Math, History and Science results





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time (for All students) to achieve increased performance on the STAAR assessment): We will implement small group instruction with every student using formal and informal assessments at least three times a week during classroom instruction in ELAR, Math, Science and History.</p> <p>Strategy's Expected Result/Impact: Meet or exceed 5% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p>Staff Responsible for Monitoring: Core Content Teachers Academic Facilitators Administrator over each Core Content Team</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Supplemental Personnel - 211 Title I, Part A - \$10,227, Supplemental Materials - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$370</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: ELAR (ALL students): We will implement and utilize reading strategies to support answering questions from complex texts and writing with text evidence (such as PAWS) and through the use of their small group instructional strategies.</p> <p>Strategy's Expected Result/Impact: Meet or exceed 5% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p>Staff Responsible for Monitoring: ELAR Teachers Academic Facilitators Administrators</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Additional Computer Cart - 211 Title I, Part A - \$43,892</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: ESL: When appropriate, students will use their sheltered instruction strategies (Turn and Talk, TRTW, etc.) when previewing, analyzing, and comprehending their reading and writing.</p> <p>Strategy's Expected Result/Impact: Increase composite TELPAS scores in the areas of speaking, listening, and writing</p> <p>Staff Responsible for Monitoring: ESL Facilitators Academic Facilitators Content Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: ALL Students: All core content teams will meet weekly in the PLC process and utilize the 4 Questions model and make plans for the following weeks that address student data-based strengths and weaknesses.</p> <p>Strategy's Expected Result/Impact: Teachers will use formal and informal data to address student needs based on students' performance on essential standards. Teachers work together to identify at-risk students, and teams problem solve to intervene for each student.</p> <p>Staff Responsible for Monitoring: Academic Facilitators Administrators ESL Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Increase support for core content teachers to assist in minimizing the achievement gap amongst at-risk students by providing quality PLC support, intentional feedback to teachers on instruction based on weekly walkthroughs, and provide accountability to enhance Tier 1 instruction targeting areas such as student discourse, small group instruction, higher order questioning/ activities, student conferencing, student-self data tracking, etc.</p> <p>Strategy's Expected Result/Impact: Increase of mastery of TEKS by students. Implementation of effective teaching strategies. Provide opportunities of coaching feedback. Increase of instructional teacher capacity. Number of students failing one of more classes will decrease by class or 10%.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Instructional Coordinator</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Coordinator - This position would be dedicated to provide additional support in STARR tested areas working in association with the Math & ELAR specialists, and the proposed Science/History/ELAR specialist position. This specialist would be responsible for coordinating all campus PLC's, identifying targeted students for intervention from PLC's, and providing regular instructional reports regarding student progress and PLC progress. The funding amount is a projection regarding the projected salary plus insurance for a full time staffing position. - 211 Title I, Part A - \$96,678</p>	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Math (All Students)- We will implement and utilize math strategies, such as KNOWS, Error Analysis, etc. to support mathematical processing skills daily along with real world applications; and inquiry-based investigations at least once a week.</p> <p>Strategy's Expected Result/Impact: Meet or exceed 5% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR for All students.</p> <p>Staff Responsible for Monitoring: Math Teachers Academic Facilitators Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: History & Science (All Students): We will implement and utilize reading strategies to support answering questions from complex texts and writing with text evidence (such as PIES for History) and through the use of quality tier 1 instructional strategies, such as small group instruction, student discourse, specific Lead4ward resources, High Order Thinking questions,/ activities.</p> <p>Strategy's Expected Result/Impact: Meet or exceed 5% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p>Staff Responsible for Monitoring: Science & History Teachers Academic Facilitators Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Deepen understanding of and address the specific academic needs of student groups in an effort to address the needs of all students, particularly students most at risk of not meeting the challenging State academic standards and students receiving special education services & LEP.</p> <p>Strategy's Expected Result/Impact: Improve academic outcomes for students on STAAR, district assessments, and classroom assessments</p> <p>Travel Staff Reimbursement: Staff will participate in professional development opportunities like Region 4 Workshops, CAST, CAMT to build our capacity for meeting the needs of all students.</p> <p>Supplies Instructional and Supplies Non-Consumable - Both consumable and non-consumable supplies will be purchased to be utilized by students and teachers in the classrooms and at home. In addition, materials will be purchased for staff development and parent events to assist the campus in meeting the goals and objectives outlined in the CIP.</p> <p>Snacks: Snacks will be provided to students attending targeted tutoring sessions and Saturday tutorials for the purpose of addressing gaps and improving academic outcomes for students.</p> <p>Extra Duty Pay: Teachers will address student needs and gaps through after school targeted tutorials and Saturday interventions.</p> <p>Contracted Services: Conference Registration: The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.</p> <p>Substitute Pay: Substitutes will be used to allow teachers to participate in professional development and planning activities.</p> <p>Staff Responsible for Monitoring: Facilitators</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Extra Duty Pay, Professional Development - 211 Title I, Part A - \$5,000, Extra Duty Pay, professional Development - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$10,000</p>	Formative		
	Nov	Feb	June





Strategy 9 Details	Formative Reviews		
<p>Strategy 9: We will implement and utilize the math problem solving strategy, CUBES, to support answering multi-step word problems specifically designed to 7th Math students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed 5% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p>Staff Responsible for Monitoring: 7th Grade Math Teachers, Instructional Coaches, Administrators TEA Priorities: Build a foundation of math, Improve low-performing schools- ESF Levers: Level 5: Effective Instruction</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: We will implement and utilize reading strategies (such as the acronym PIES) to support answering questions from complex texts and writing with text evidence and through the use of quality tier 1 instructional strategies, such as small group instruction, student discourse/ sentence stems, specific Lead4ward resources, interactive student notebooks, and Higher Order Thinking questions/ activities, specifically targeted to 8th grade US History students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed 5% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p>Staff Responsible for Monitoring: 8th grade History Teachers</p> <ul style="list-style-type: none"> - Academic Facilitators - Administrators - TEA Priorities: Build a foundation of reading - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <p>TEA Priorities: Build a foundation of reading and math -</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Academic Achievement: By June 2023 Wright Junior High will ensure an increase of STAAR academic performance and achievement levels of at least 5% that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: By June 2023, students will meet or exceed the STAAR performance target for Meets & Masters by 5% as indicated by STAAR results in 6th Grade Math & ELAR, 7th Grade Math & ELAR, and 8th Grade Math, ELAR, Science and History.

Evaluation Data Sources: STAAR Reading, Math, History and Science results





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase support for core content teachers to assist in providing quality PLC support, intentional feedback to teachers on instruction based on weekly walkthroughs, and provide accountability to enhance Tier 1 instruction for all students targeting areas such as student discourse, small group instruction, higher order questioning/ activities, student conferencing, student-self data tracking, etc.</p> <p>Strategy's Expected Result/Impact: Meet or exceed 5% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR</p> <p>Staff Responsible for Monitoring: Academic Facilitators Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All core content teams will meet weekly in the PLC process and target Question 4, "What do we do when students have learned essential skill?," to model and make plans for the following weeks that include high interest, enrichment opportunities such as choice boards, project-based learning, inquiry based and blended learning etc. .</p> <p>Strategy's Expected Result/Impact: Meet or exceed 5% target increases. Increase student performance on classroom assessments. Increase student performance on STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Facilitators Administrators</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: At Risk: Teachers will provide dedicated intervention/accelerated instruction time for 120 minutes each week during Den Time to address ELAR and Math concepts. (Mondays and Tuesdays - 30 minutes each day for ELAR, Wednesday and Thursdays - 30 minutes each day for Math, Fridays Character Counts), that includes students that failed STAAR.</p> <p>Strategy's Expected Result/Impact: Formative - Checkpoints/benchmarks and campus diagnostic assessments will identify student intervention needs. Increase mastery of concepts by students by 70% of all students participating will earn passing scores on assessments and passing grades by the end of the first semester</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administrators Instructional Coordinator</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Academic Achievement: By June 2023 Wright Junior High will ensure an increase of STAAR academic performance and achievement levels of at least 5% that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: Throughout the 2022-23 school year, use the supplemental ESSER III funds to address student learning loss as a result of COVID-19 and HB4545.

Evaluation Data Sources: STAAR and locally developed assessments





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Extended Day Tutorials: Accelerated Instruction tutorials for all students will support the progressive mastery of the TEKS (moving students from approaches to meets, or meets to masters)</p> <p>Strategy's Expected Result/Impact: 70% of students attending will show progressive growth by the end of each semester</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: extra duty pay, supplies/materials - 211 Title I, Part A, extra duty pay, supplies/materials - 199 PIX 30 State SCE Title I-A, Schoolwide Activit</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: By the end of the 2022-2023 school year, Wright Junior High will decrease the number of subjective discipline referrals and exclusionary discipline actions by 10%.

Performance Objective 1: Campus staff will implement PBIS strategies across campus to increase attention on positive behavior and actions.

Evaluation Data Sources: Raptor safety log reports, campus climate survey, discipline data, PBIS rewards data information.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will receive professional development on tiered behavior infractions and distinctions between subjective and objective infractions throughout the year.</p> <p>Strategy's Expected Result/Impact: Teachers will have increased clarity on proper referral process. Decrease in referrals by 3%.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Staff Development Presenters and Resources Related to Student Discipline & Management - 211 Title I, Part A - \$5,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus staff will implement social-emotional learning support activities including campus-wide positive student engagement and celebration events.</p> <p>Strategy's Expected Result/Impact: Decrease in student referrals by 2%. Increase in student achievement each Six Weeks by 2%.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: Awards and incentives for students - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$1,500, PBIS Reward functions throughout the year - 211 Title I, Part A - \$6,108</p>	Formative		
	Nov	Feb	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus staff will implement a PBIS reward system to reinforce positive student behavior and highlight positive student choices.</p> <p>Strategy's Expected Result/Impact: Students will be motivated to exhibit positive behavior. Decrease in student referrals by 3%.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: The purchase of the PBIS Rewards system - 211 Title I, Part A - \$4,000</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: By the end of the 2022-2023 school year, Wright Junior High will decrease the number of subjective discipline referrals and exclusionary discipline actions by 10%.

Performance Objective 2: Campus focus on student management systems that include but are not limited to focus on positive student behavior. student tardies, and restorative discipline.

Evaluation Data Sources: PBIS Rewards referrals and point distribution, discipline incident YTD 2022 -2023 comparison.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Behavioral Coordinator (AP) - This position would be centered on providing behavioral support that focuses on Level 1 incidents, restorative services, and peer mediation. This position would also focus on providing campus professional development. The funding amount is a projection regarding the projected salary plus insurance for a full-time staffing position.</p> <p>Strategy's Expected Result/Impact: Decrease in non-classroom incidents. Improvement of daily operations pertaining to school transitional times. Decrease in Level 1 discipline incidents as compared to 2021-22 school year.</p> <p>Staff Responsible for Monitoring: Principal Campus Behavioral Coordinator (AP) Admin Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Campus Behavioral Coordinator (AP) salary & benefits - 211 Title I, Part A - \$110,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a structured hallway flow that provides more efficient and less restrictive student movement through hallways.</p> <p>Strategy's Expected Result/Impact: Decrease in tardies.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement accountability system to ensure adults are fulfilling responsibilities and duties related to the monitoring of students.</p> <p>Strategy's Expected Result/Impact: Decrease in tardies. Decrease in student incidents. Increase in staff morale.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: By the end of the 2022-2023 school year, Wright Junior High will decrease the number of subjective discipline referrals and exclusionary discipline actions by 10%.

Performance Objective 3: The campus will provide character focused guidance and restorative practices for students that require additional support to maintain proper behavior for learning.





Evaluation Data Sources: K-12 Campus Climate Survey
 Discipline Data
 Campus Feedback Surveys from Staff & Students

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize Character Counts structure to support campus expectations through periodic lessons throughout the year.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline Increase in PBIS Rewards</p> <p>Staff Responsible for Monitoring: Counselors Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will receive solution-focused, character-driven conflict resolution training during August PD and during staff development days.</p> <p>Strategy's Expected Result/Impact: Increase in Classroom Management. Decrease in discipline referrals by 3%.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Family and Community Engagement: By the end of the 2022-23 school year, increase parent engagement on campus and the methods of communication used to engage parents in school activities by 5%.

Performance Objective 1: By the end of the 2022-23 school year, parent and family engagement will increase by 5% as compared to 2021-22 K-12 Parent and Family Engagement survey results in the areas of strongly agree and agree.





Evaluation Data Sources: K-12 Campus Climate Survey
Activity sign in sheets/records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will host community/family engagement nights and student and parent celebration activities to target all students. Activities include but are not limited to quarterly principal breakfast award days, Hispanic Heritage Celebration, Black History Celebration, campus pep rally days.</p> <p>Strategy's Expected Result/Impact: Increase of parent and community involvement by 2% by the end of each semester.</p> <p>Staff Responsible for Monitoring: Administrators Facilitators Counselors</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: PFE refreshments, supplies, and materials - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$1,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus will host community/family cultural and social programming throughout the year, such as Master Piece with Moms, Hispanic Heritage Nights, International Culture Night, Dingers with Dads, etc.</p> <p>Strategy's Expected Result/Impact: Increased community & parent involvement Increase in campus morale</p> <p>Staff Responsible for Monitoring: Administrators Facilitators Counselors</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Student Attendance: By the end of the 2022-23 school year, student attendance increase to 96%.

Performance Objective 1: The campus will initiate an Attendance Review Committee (ARC).





Evaluation Data Sources: Skyward attendance reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The ARC will meet monthly to review student data.</p> <p>Strategy's Expected Result/Impact: Awareness of attendance issues/concerns Timely truancy reporting</p> <p>Staff Responsible for Monitoring: Attendance Review Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The ARC will implement and utilize district and campus protocols to engage families and monitor truancy.</p> <p>Strategy's Expected Result/Impact: Increased student attendance on campus Positive parent engagement</p> <p>Staff Responsible for Monitoring: Attendance Review Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Student Attendance: By the end of the 2022-23 school year, student attendance increase to 96%.

Performance Objective 2: Initiate a campus (PBIS) rewards and recognition system for exemplary student and staff attendance.

Evaluation Data Sources: Skyward reports
Kronos reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Awards ceremonies and recognition each grading period.</p> <p>Strategy's Expected Result/Impact: Attendance increase for students. Decrease in discipline referrals by 3%.</p> <p>Staff Responsible for Monitoring: Administrators Facilitators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Rewards and celebrations for perfect attendance and for those who miss minimal days for staff.</p> <p>Strategy's Expected Result/Impact: Increase in staff attendance. Increase in campus morale.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Wright Junior High

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Wright Junior High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ashley Niesner	Academic Facilitator	0.5
Niya Roberts	Academic Facilitator	0.5

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Personnel		\$10,227.00
1	1	2	Additional Computer Cart		\$43,892.00
1	1	5	Instructional Coordinator - This position would be dedicated to provide additional support in STARR tested areas working in association with the Math & ELAR specialists, and the proposed Science/History/ELAR specialist position. This specialist would be responsible for coordinating all campus PLC's, identifying targeted students for intervention from PLCs', and providing regular instructional reports regarding student progress and PLC progress. The funding amount is a projection regarding the projected salary plus insurance for a full time staffing position.		\$96,678.00
1	1	8	Extra Duty Pay, Professional Development		\$5,000.00
1	3	1	extra duty pay, supplies/materials		\$0.00
2	1	1	Staff Development Presenters and Resources Related to Student Discipline & Management		\$5,000.00
2	1	2	PBIS Reward functions throughout the year		\$6,108.00
2	1	3	The purchase of the PBIS Rewards system		\$4,000.00
2	2	1	Campus Behavioral Coordinator (AP) salary & benefits		\$110,000.00
Sub-Total					\$280,905.00
Budgeted Fund Source Amount					\$280,905.00
+/- Difference					\$0.00
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Materials		\$370.00
1	1	8	Extra Duty Pay, professional Development		\$10,000.00
1	3	1	extra duty pay, supplies/materials		\$0.00
2	1	2	Awards and incentives for students		\$1,500.00
3	1	1	PFE refreshments, supplies, and materials		\$1,000.00
Sub-Total					\$12,870.00
Budgeted Fund Source Amount					\$12,870.00
+/- Difference					\$0.00

199 PIX 30 State SCE Title I-A, Schoolwide Activit

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total Budgeted	\$293,775.00
				Grand Total Spent	\$293,775.00
				+/- Difference	\$0.00